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ABSTRACT

This document comprises an evaluation of the kindergarten through grade 12 (K-12) Counseling and Guidance program at the Des Moines (Iowa) Public Schools, a sequential program designed to provide developmental, preventive, remedial, and crisis counseling, in order to assist students in achieving self-understanding, self-responsibility, positive interpersonal relationships, acquisition of decision-making and other life-coping skills, and the attainment of academic and vocational skills. The evaluation is divided into six areas: (1) introduction, including mission statements; (2) context evaluation, including history, policies, principles, and guidelines of the Guidance and Counseling Program; (3) input evaluation, including analysis of the budget, sources of revenue, and human resources; (4) process evaluation; (5) product evaluation (assessing progress toward district goals); and (6) future plans. Results are discussed which indicate the following needs: lower counselor-counselee ratios; more secretarial help at the secondary level; computers for each counselor; a technical assistant in each high school to assist with the master schedule, the scheduling process, and the mid-Iowa requirements for grading the students; additional counselors for elementary schools; and money and release time to update counselor skills. Tables and graphs are included, and supplementary materials pertaining to the counseling program are appended. (TE)

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COUNSELING AND GUIDANCE

PROGRAM EVALUATION
1990-91

DECEMBER, 1990

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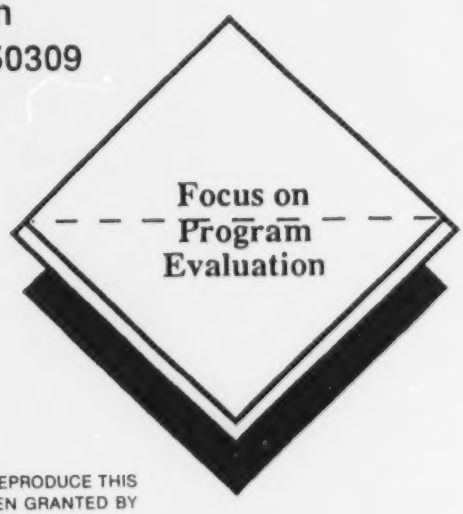

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ABSTRACT
PROGRAM EVALUATION OF
K-12 COUNSELING AND GUIDANCE PROGRAM

December, 1990

This evaluation of the K-12 Counseling and Guidance program is divided into six areas:(1) Introduction, (2) Context Evaluation, (3) Input Evaluation, (4) Process Evaluation, (5) Product Evaluation, and (6) Future Plans. The intent of the evaluation has been to gather, focus, and communicate information that will be useful for continuously monitoring the quality and improvement of the K-12 Sequential, Developmental Counseling and Guidance Program of the Des Moines Public Schools.

The Counseling and Guidance program is designed to provide to a diverse community of students an outcome based program that will enhance learning. It is developmental, preventive, and includes remedial and crises counseling when needed. In order to be a comprehensive program the cooperative efforts of counselors, teachers, administrators, support staff, parents and community are required.

The counseling program strives to assist students to achieve self-understanding, self-responsibility, positive interpersonal relationships, acquisition of decision-making and other life-coping skills, and the attainment of academic and/or vocational skills that are needed to be productive citizens in our schools and society. To assist the counselors in this formidable task the supervisor and coordinator provide direction, inservice, motivation, and support.

The primary budget expense is $ 3,116,151.00 for the salaries and benefits of counselors. The salary cost of the guidance supervisor, Smoother Sailing coordinator, and guidance secretary is $ 93,837.00. This budget provides 25 counseling positions in elementary schools, 20 in middle schools and 28 in high schools.

Several needs are evident: lower counselor:counselee ratios; more secretarial help at the secondary level; computers for each counselor; a technical assistant in each high school to assist with the Master Schedule, the scheduling process, and the Mid-Iowa requirements for grading the students; additional counselors to put Smoother Sailing in all 41 elementary schools including the 13 schools that currently do not have a counselor; and money and released time to up-date counselor skills.

The human resource need is a well-trained counselor who understands and possess the skills needed to help individuals grow and develop their potential. The counselor not only must be carefully selected, he or she must be willing to improve counseling skills continuously in order to help individuals deal with the serious problems in today's world. The counselor must be a human development specialist.

Research reports, surveys, logging tabulations, and check lists used to monitor the counseling and guidance program indicate that the goals of the program are being addressed and learning is being enhanced. Smoother Sailing evaluation efforts examined systematic case studies, counselor activities, and building administrators, teachers, parents and students perceptions of the program. The results offer further evidence that counselors are providing a valuable service for students, staff and parents.

In the future counselors will receive assistance with the implementation of the excellent K-12 program that they have written. Inquiries to purchase the program are received regularly from schools in Iowa and other states. Counselors will be encouraged to seek ways to eliminate paperwork that may keep them from working directly with students. They will also be encouraged to continue increasing small group experiences for students and they will be assisted and encouraged to regularly up-date their counseling skills in order to meet the increasing and complex needs of students.

COUNSELING AND GUIDANCE PROGRAM

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December, 1990

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DISTRICT MISSION STATEMENT

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATION PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

GUIDANCE AND COUNSELING MISSION STATEMENT

"THE GUIDANCE AND COUNSELING PROGRAM WILL PROVIDE TO A DIVERSE COMMUNITY OF STUDENTS AN OUTCOME-BASED PROGRAM DESIGNED TO ENHANCE LEARNING."

GUIDANCE AND COUNSELING K-12 PHILOSOPHY

The Guidance and Counseling Program in Des Moines Schools is responsive to students from diverse ethnic, social and economic backgrounds.

The program is developmental, preventive and includes remedial and crises counseling. Its fundamental purpose is to assist all students in the optimum development of their individual resources. It recognizes the need to assist students in achieving self-understanding, self-responsibility, positive interpersonal relationships, acquisition of decision-making and other life coping skills, and the attainment of academic and/or vocational skills and attitudes that are needed to be productive citizens in our schools and society.

The comprehensive guidance program requires the cooperative effort of counselors, teachers, administrators, support staff, parents, and community.

CONTEXT EVALUATION

THE HISTORY OF SECONDARY GUIDANCE AND COUNSELING IN THE DES MOINES PUBLIC SCHOOLS

Jan. 1946 — The Guidance Clinic was established as a B testing center under contract with the Veterans Administration. The testing of Veterans by this center continued until January 1, 1948, when the Guidance Clinic was converted to full-time improvement of school guidance activities.

1948-49 — Much time was spent on in-service training programs and longitudinal studies based on test results.

Spr. 1952 — A recommendation for released teacher-counselor time was made to the Board of Education.

Fall 1952 — Two teacher-counselors in each of the five senior high schools were given released time to counsel with the incoming tenth grade students. The teacher-counselor personnel included both men and women, each being assigned both boy and girl counselees. An extension of the program was requested for the following year.

1956-57 — The name was changed from the Guidance Clinic to the more inclusive title, Department of Guidance, Educational Research and Testing. Previously elementary group testing had been the responsibility of the Director of Elementary Education and secondary school achievement testing, the responsibility of the Director of Curriculum Development and Audio-Visual Education.

1956-59 — The Board of Education approved a formula of one minute per day, per student, of released counselor time, for all students in grades seven through twelve. One-third of the allotted time was provided in the junior high schools in 1956-57, with the addition of another one-third on each of the following two years. In the junior high schools, girls' advisers and vice principals were counted as having 300 minutes of released time per day when the formula was applied. The Board of Education also increased the amount of released time for senior high counseling to one minute per day, per student, one-third of the time shortage to be added each year.

1958-59 — Federal funds were provided through the National Defense Education Act, Title 5. With the acquisition of files and other office equipment which these funds made possible, and the expanded facilities provided by the Board of Education, greater guidance services were evident. For the first time every secondary school student was assigned to a counselor with the formula of one minute per day, per student.

Spr. 1961 — The Board of Education contracted for services from The State University of Iowa to make a survey of the "Nature and Adequacy of the Guidance Services in Des Moines, Iowa, Public Schools." The study was carried out over an 18-month period beginning in the spring of 1961.

1961-62 — Two full-time counselors were employed in the secondary schools on an experimental basis.

Dec. 1962 The report of the Survey and Evaluation Committee was submitted. As a result of this report, a special Committee on Recommendations for Improving Guidance Services was appointed by the Superintendent of Schools. The purpose of this committee was to act on "Policy Suggestions for Guidance in the Des Moines School System" and to offer specific recommendations for correlating the guidance program with other special services, under the title, Department of Pupil Personnel Services.

1962-63 Progress was made in improving the Guidance Service.

1963-64 Eight full-time counselors were appointed. At least one full-time counselor was made a part of the staff for each secondary school.

1981-82 There were 22 high school counselors.

1983-84 Three high school counselors were added.

1984-85 Through special funds a counselor was added to East High School and one to Lincoln High School to work with 9th grade students in drop-out prevention programs called School Within A School.

1985-86 One high school counselor was cut as Tech High School was being phased out, and the other three high schools each added a counselor for drop-out prevention in the SWS program. One counselor was added at Roosevelt to lower the high counselor to counselee ratio.

1989-90 Two high school counselors were cut, one at Roosevelt by the principal's decision to meet Board mandated cuts and one at Lincoln upon a retirement and a board and central office administration decision.

1990-91 Total high school counselors today are 23 at high school (includes one at each alternative school) and five in high school SWS programs, making a total of 28 high school counselors.

Middle School:

1981-82 There were 18.5 middle school counselors.

1984-85 A half-time counselor was added making 19.

1985-86 One more counselor was added giving each middle school two counselors. The Gifted and Talented Program (G/T) hired one counselor to be on call to work with G/T students anywhere in the city. As Central Academy, housed at Central Campus came into existence, the counselor's time began to be spent largely with the Central Academy students.

HISTORY OF ELEMENTARY GUIDANCE AND COUNSELING IN THE DES MOINES PUBLIC SCHOOLS

1971-72	Marian Galenbeck served as elementary counselor of four east Des Moines Schools: Longfellow, St. Joseph's, Stowe, and Willard, as part of the East Area Guidance Project. Funding for this project was dropped after the 1972-73 school year.
1975-76	Mary Wannamaker, Area Education Agency (AEA 11) Heartland, served as a part-time elementary guidance consultant to 38 Des Moines schools electing to use her services.
1977-78	Mary Wannamaker became a full-time consultant to Des Moines elementary schools, courtesy of AEA 11.
1978-79	AEA 11 added Kermit Marsh to work part-time with Mary Wannamaker. He served 19 Des Moines elementary schools. In November of the 78-79 school year, John Mathis was assigned as the first elementary counselor in Des Moines Public Schools. He served Casady-Monroe School.
1979-80	Mary Wannamaker and Kermit Marsh, elementary counselor consultants from AEA 11, were replaced by Jan Kuhl and Dr. Helen Quesnel. Alice Neeson was assigned to the position of elementary counselor at Dunlap School. John Mathis remained at Casady-Monroe.
1980-81	Alice Neeson served Dunlap and Watrous Elementary Schools. John Mathis continued at Casady-Monroe. A third elementary counselor, Maggie McGill, was added and assigned to Greenwood.
1981-82	Alice Neeson returned to the classroom as a special education teacher. John Mathis continued at Monroe-Rice. Maggie McGill served Greenwood and Hillis. Toni Johansen was assigned to Garton and Lucas Elementary Schools.
1983-84	Two more full-time counselors were placed in Des Moines elementary schools. In addition, a teacher with elementary counseling certification was assigned to counsel half-time and teach half-time. Total of 5.5 counselors.
1984-85	Two more full-time counselors were added, making a total of 7.5.
1985-86	One full-time counselor was added bringing the total to 8.5.
1987-88	Three full-time counselors were added. Total counselors numbered 12.5.
1988-89	Business leaders gave the District $400,000 to add ten counselors and start the Smoother Sailing Program pilot in 10 schools with a counselor to counselee ratio of 1:250.
1989-91	Business leaders continued to pay for 80% of the Smoother Sailing program and the district paid for 20% of the pilot program. Counselors were now in 28 of the 41 elementary schools.
1990-91	Through grants and drug free schools money two more elementary counselors were added to provide additional counseling to three high-needs schools (Moulton, McKinley, and Longfellow).
09-11-1990	The people of Des Moines passed a ten-year referendum which will make funds available to employ counselors in all 41 of the Des Moines elementary schools making Smoother Sailing counseling programs available to all children in the fall of 1991.

SMOOTHER SAILING HISTORY

1987-88 Through the impetus of a Des Moines businessman and his lawyer, a study began to determine how students could be taught to deal effectively with the stress forced upon them in todays fast paced, drug ridden world.

Mar. 1988 The Des Moines Independent Community School District held a "think tank" meeting in the Washington, D.C. area with twenty nationally recognized child guidance experts. Their task was to brainstorm program components and strategies for helping elementary school children become mentally healthy, socially competent, successful in school and more happily adjusted in their future lives.

The impetus and financing for this "Children's Coping Skills Think-Tank" was a potential donation from a Des Moines businessman to the school district over a five year period for services to help young children cope with today's stressful world. Such problems as family violence, sexual abuse, divorce, parental unemployment, and depression were major concerns. The businessman's overriding interest was to address problems early and provide coping skills to help children deal with problems more successfully.

The cadre of nationally recognized experts developed the premise of an enhanced elementary school guidance program with a 1:250 counselor to student ratio (as opposed to the national elementary school average of 1:850/900). They endorsed a balanced guidance program consisting of counselor time being divided equally into classroom developmental guidance activities, small group counseling, individual counseling, and consulting with staff and parents. They also supported the need for on-going training and skill building for counselors.

June 1988 The Des Moines school board approved the privately funded Smoother Sailing Program for the 1988-1989 school year. It was implemented in 10 elementary schools in the fall of 1988 and funded 100% by the business community.

Feb. 1989 The Smoother Sailing Foundation Board started a broader-based funding appeal for financing the program for two more years; 1989-90 and 1990-91.

April 1989 Jim Bowermaster, former Vice President - Marketing, Midland Financial Savings Bank (12 yrs.) joined the Smoother Sailing Program full-time on a volunteer basis as Community Projects Director to help with public relations, program name recognition, and fund raising.

June 1989 80% of the funding for the 1989-1990 and 1990-1991 school years was provided by 35 or more local businesses. The Board of Education approved the financing of 20% of the Smoother Sailing pilot program for the 1989-90 and 1990-91 school years.

The Smoother Sailing Foundation Board, made up of business people in the Des Moines area, recognized the value of Jim Bowermaster's work to the program and encouraged him to remain with Smoother Sailing at least through the pilot years. The Smoother Sailing Foundation Board raised extra funds to pay Mr. Bowermaster a stipend for his valuable work.

09-11-1990 With the passage of the Instructional Support Levy, tax funds were approved by the voters that would make it possible to expand the Smoother Sailing pilot to all 41 Des Moines elementary schools in the fall of 1991. The tax funds were approved for the next ten years.

PAST INSERVICE TRAINING

DISTRICT/BUSINESS PROVIDED:

Through extra funds provided by business funding for the Smoother Sailing program a great deal of inservice training has been provided to counselors. On many occasions guidance budget funds were used to keep the expert trainers an extra day to work with secondary counselors. Experts brought to Des Moines to train in 1988-89 included:

TRAINER	TOPICS
Dr. Robert Myrick (4 days)..... Univ. Florida	Research Designs Decision Making Models Small Group Processes Program Scheduling
Dr. Bob Bowman (2 days)..... Univ. South Carolina	Working with Discouraged Students Small Group Processes
Dr. David Capuzzi (4 days)..... Portland State Univ.	Crises Management Suicide, Individual-Group Pacts Problems of Normal Families Problems of Disfunctional Families

In addition, at regular counselors meetings we include inservice on needed topics. One area that we constantly work to update is knowledge of community resources and community referral agencies.

OPPORTUNITIES AT HEARTLAND AEA 11:

Counselors have attended many skill up-dating opportunities provided through the guidance division of Heartland AEA 11. Some of the recent national experts and topics of which counselors have taken advantage include:

TRAINER	TOPICS
Dr. Norman Gysbers.....	Developing and Implementing a Developmental Guidance Program
Dr. Jack Canfield.....	Building Self-Esteem
Ruth Arent (2 days).....	Stress in Children Working With High Risk Children
Dr. Bob Bowman.....	Successful Group Counseling
Canary Hogan.....	Developing and Carrying Out a Comprehensive Middle School Guidance Program
Dr. Richard & Bree Hayes (2 days)....	Children and Divorce Step-parenting
Dr. Michael Dougherty.....	Comprehensive Middle School Guidance Programs
Dr. Gary Landreth (2 days).....	Counseling with Toys and Play Small Group Counseling
Norma Deery.....	Working with Students at Risk
Dr. William Nicoll.....	Consulting with Families

GOVERNING POLICIES, STANDARDS AND REGULATIONS

State of Iowa Standards (October, 1988)

Guidance Program

12.5(21) GUIDANCE PROGRAM. Each board operating a prekindergarten through grade twelve or kindergarten through grade twelve program shall provide an articulated sequential elementary-secondary guidance program to assist students with their personal, educational, and career development. Boards operating less than full elementary-secondary program shall provide a sequential guidance program covering all grade levels operated. The program shall involve not only counselors but also instructional and noninstructional staff, students, parents, and community members. Facilities offering both visual and auditory privacy for counseling shall be provided. Properly certificated staff shall be employed at all program levels.

State Department Comment: A comprehensive guidance program must be provided with sufficient resources including certified personnel to insure a full range of services to each student. A developmental guidance program is multidisciplinary, requiring collaboration and teamwork. Although counselors plan, direct and carry out many of the guidance activities, the responsibility for the program is shared with teachers, administrators, supervisors, parents and members of the community.

Confidentiality Law: Chapter 622(622.10) of the State Code. No qualified school guidance counselor, who has met the certification and approval standards of the Department of Public Instruction....who obtains information by reason of the counselor's employment shall be allowed in giving testimony to disclose any confidential communications properly entrusted to the counselor by a pupil or the pupil's parent or guardian in the counselor's capacity as a qualified school guidance counselor and necessary and proper to enable the counselor to perform the counselor's duties as a qualified guidance counselor.

STATE REQUIREMENTS

Certification Of A School Counselor

To receive the required credentials to work as a school counselor in the state of Iowa, an individual must have a bachelor's degree in education with a teaching major, have successful teaching experience, and have attained a master's degree in school counseling on the level the counselor desires to work.

All Des Moines counselors are fully certified. No counselor is working with temporary certification.

NCC DESIGNATED COUNSELORS

About one-third of the Des Moines counselors are Nationally Certified Counselors. To use the NCC designation the counselor must pay a considerable fee, and successfully pass each of the nine sections of the exam. Counselors are not required to be nationally certified to work in Iowa schools. Counselors who become nationally certified show evidence of their professionalism.

COUNSELING POSITIONS* IN THE DES MOINES PUBLIC SCHOOL SYSTEM 1981-1990

Fall of	Senior High School	School Within a School	Middle School	Gifted and Talented	ELEMENTARY			Total
					Regular Program	Smoother Sailing	Grants	
1981	22	0	18.5	0	3.0	0	0	43.5
1982	22	0	18	0	3.0	0	0	43.0
1983	25	0	18.5	0	5.5	0	0	49.0
1984	25	2	19	0	7.5	0	0	53.3
1985	24	5	20	1	8.5	0	0	58.5
1986	24	5	20	1	8.5	0	0	58.5
1987	25	5	20	1	12.5	0	0	63.5
1988	25	5	20	1	12.5	10	0	73.5
1989	23	5	20	1	12.5	10	0	73.5
1990	23	5	20	1	13.0	10	2	74.0

* In full-time equivalents

GUIDANCE GUIDELINES AND MANUALS IN USE IN THE DES MOINES PUBLIC SCHOOLS

I. Manual for Guidance and Counseling Program. This fifteen page manual was developed in 1960 by Howard Blanchard under Superintendent John A. Harris. It described the role of the total school staff for the guidance program and specific duties of guidance personnel.

II. Guidance Guidelines. In 1964, the Pupil Personnel Services and Department of Guidance developed a set of *Guidance Guidelines*. This manual was the result of "cooperative efforts of many people over an extended period of time who had the sincere desire to improve guidance services for students in the Des Moines public schools".*Guidance Guidelines* remained the primary K-12 written program until 1985 when new efforts were put in place to develop a new curriculum guide.

III. Smoother Sailing Curriculum. In 1988-89, Des Moines instituted a program called Smoother Sailing. Smoother Sailing is designed as a Des Moines public school expanded guidance program which includes instruction in stress management and life coping skills for children on a non-discriminatory basis for grades kindergarten through five. Smoother Sailing operated as a pilot in ten elementary schools during 1988-89, 1989-90 and 1990-91. Through funds received with the passage of the ten year referendum on September 11, 1990, the district plans to expand the pilot.

IV. Current K-12 Sequential Developmental Written Guidance Program. The current Des Moines written program started with the elementary level. Counselors came together and began writing the program in 1985. Additions, revision, and articulation with the middle and senior high school programs continued through May of 1989. In January of 1988, middle school and senior high writers began the process of developing their individual programs. The process of development and writing was completed in June of 1989. All program levels were developed around student goals, outcomes and developmental objectives. A K-12 sequential, developmental guidance and counseling program was the result. There is a written guidance program available with an extensive listing of activities to meet the goals and objectives and accomplish the student outcomes at all three levels: Elementary/Smoother Sailing, Middle School and High School. These are available in Guidance/Counseling Office. Up-dating through additions and revisions is planned as needs develop during implementation of the program in future years.

V. District-Wide Guidance Advisory Committee. From 1985-1987, the city-wide Guidance Advisory Committee met monthly for this two-year period. It consisted of students from each high school; parents from elementary, middle and senior high schools; teachers from all three levels; counselors and administrators from each level; and other representatives from the community. The purpose of the committee was to give advice on the direction of the program, to determine how well needs were being met, and to increase the elementary guidance program in the Des Moines schools. This committee will be reformed between January and May of 1991 to assist in the implementation of the K-12 Developmental Guidance program and to provide on-going advisory support.

HIGH SCHOOL GUIDANCE AND COUNSELING PRINCIPLES IN USE IN THE DES MOINES PUBLIC SCHOOLS

1. The guidance and counseling program is for all students.

   Each student is a worthy individual possessing unique qualities, abilities, and needs. Thus, the high school guidance and counseling program focuses on identifying student needs and providing each individual with the opportunity to meet those needs. Every individual has the right to dignity as a human being without regard to sex, race, religion, color, socio-economic status or handicapping condition. As with other programs within the school which are designated for all students, special written permission to meet with students is not required.

2. The guidance and counseling program is developmental.

   The high school guidance and counseling program is based on the premise that there are needs and concerns which are common to all students. These common needs can best be met through a carefully planned, sequential program. This developmental program recognizes the value of the counselor as an advocate and change agent for the student.

3. The guidance and counseling program is preventive.

   Guidance is concerned with developing life coping skills as a preventive measure. In the high school, a counselor's primary focus is assisting in the continuing development of these skills as addressed by the elementary and middle school guidance and counseling program.

4. The guidance and counseling program is concerned with remediation.

   Some students will need continued counseling for the development of life skills.

5. The guidance and counseling program is concerned with crisis counseling.

   When crises occur, the counselor will assist, assess, and when appropriate, refer to available community resources.

6. The guidance and counseling program is concerned with and benefits society as a whole.

   The high school guidance and counseling program will continue to include:

   1) an understanding of the dynamics of human behavior;
   2) developing interpersonal relationship skills;
   3) developing socially satisfying as well as socially acceptable methods of coping;
   4) developing responsible decision-making skills.
   5) developing an awareness of group dynamics and its effect on individual behavior.

7. The guidance and counseling program is concerned with career development.

   Counselors provide the development of an awareness of careers, post-high school decision making, and other options in relation to personal aptitude, interest and abilities.

8. The senior high school guidance and counseling program is a functional and integral part of the total educational process.

   Since social, emotional and educational development occur simultaneously, a complementary relationship exists between the instructional and guidance programs. It is important to have the suppor and participation of all those involved in the implementation of the comprehensive guidance anc counseling program. A team approach is critical to the success of the program.

ELEMENTARY GUIDANCE AND COUNSELING PRINCIPLES IN USE IN THE DES MOINES PUBLIC SCHOOLS

1. Guidance is for all children.

   Each student is a worthy individual possessing unique qualities, abilities, and needs. Thus, the elementary guidance and counseling program focuses on identifying and providing for the individual needs of all students. Each person has the right to dignity as a human being without regard to sex, race, religion, color, socio-economic status, or handicapping condition. As with other programs within the school which are designated for all students, special written permission to meet with students is not required.

2. Guidance is developmental.

   The elementary guidance program is based on the premise that there are needs and concerns which are common to everyone. These common needs can best be met through carefully planned, sequenced programs which are provided to all students. The developmental program recognizes the value of the counselor as child advocate and change agent.

3. Guidance is preventive.

   Life skills are developmental and a counselor's primary focus is assisting in the development of these skills.

4. Guidance is concerned with remediation and crisis counseling.

   Counselors are aware that some children will need continued counseling for the development of life skills. In addition, if crisis does occur, the counselor will make him or herself available as soon as possible.

5. Guidance is concerned with society as a whole.

   Emphasis of the elementary guidance program includes:
   1) understanding the dynamics of human behavior;
   2) developing interpersonal relationship skills;
   3) developing satisfying and socially acceptable methods of coping; and
   4) developing responsible decision-making skills.

6. Guidance is an integral part of the total educational program.

   In order to attain optimal growth and learning, a child's school environment must be perceived as safe and accepting. To accomplish this, a total school effort must be made.

   The elementary school counselor provides the leadership for a cooperatively planned program involving all members of the educational team. This team approach to guidance and counseling is crucial to the success of the program.

DES MOINES HIGH SCHOOL GUIDANCE AND COUNSELING GOALS AND STUDENT OUTCOMES

Program Domain I: Personal and Social Development; Learning to Live.

Goal 1. For students of both sexes, all races, all cultural backgrounds, and disabilities to continue growth toward development of positive and realistic self-concepts.

Outcome 1: The student will demonstrate a positive attitude toward self as a unique and worthy person, while at the same time stimulating his/her respects for the uniqueness of each individual and cultural group.

Outcome 2: The student will explore his/her personal group identity to develop a positive and realistic self-concept.

Outcome 3: The student will continue to develop an awareness of his/her personal strengths and limitations.

Outcome 4: The student will recognize that bias/stereotyping negatively affects self-concept.

Goal 2. For students to develop effective intergroup and interpersonal communication skills and increase their understanding of the feelings and rights of self and others.

Outcome 1: The student will enhance his/her appreciation for the unique qualities of each individual, especially him/herself.

Outcome 2: The student will understand attitudes, beliefs, and rights of self and others and demonstrate an acceptance of the similarities and differences among people and their cultures.

Outcome 3: The student will demonstrate competencies and skills for interacting with others.

Goal 3. For students to practice responsible personal behaviors and utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health.

Outcome 1: The student will demonstrate the ability to deal effectively with emotions, cope successfully with stress, and practice self-discipline.

Outcome 2: The student will be able to identify his/her role and use individual strengths in coping with family situations.

Outcome 3: The student will develop an understanding and acceptance of resources available to assist with his/her personal adjustment.

Outcome 4: The student will demonstrate an understanding of the concept of leisure and how it relates to one's life style.

Goal 4. For students to further develop skills for effective problem solving, decision making, conflict resolution and goal setting.

Outcome 1: The student will improve and practice decision making/problem solving and conflict resolution in ways that are non-sexist and respect diversity.

Outcome 2: The student will employ goal setting in daily life and future planning.

Goal 5. For students to understand that life is a progression of changes which are unique to the individual and require coping skills and crises management.

Outcome 1: The student will practice appropriate skills for coping with life changes/crises.

Outcome 2: The student will identify like skills needed for coping after high school.

Goal 6. For students to develop an understanding of the importance of minimal educational competencies needed to function in a rapidly changing society.

Outcome 1: The student will demonstrate skills necessary to complete high school.

Outcome 2: The student will learn the connection between educational competencies and life skills.

DES MOINES MIDDLE SCHOOL GUIDANCE AND COUNSELING GOALS AND STUDENT OUTCOMES

Goal 1. For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.

Outcome 1: The student will demonstrate a positive attitude toward self and a unique and worthy person.

Outcome 2: The student will demonstrate an understanding of those factors including race, sex, cultural background, or disability, which influence the development of a positive self-concept.

Goal 2. For students to continue to develop an ability to communicate effectively with individuals and groups through intergroup and interpersonal communication and cooperation.

Outcome 1: The student will develop an increased awareness of an effective communication process.

Outcome 2: The student will develop an increased awareness of communication skills in relation to group process.

Outcome 3: The student will develop a greater awareness that improved human relations depend on increased intergroup and interpersonal communication, understanding and cooperation.

Goal 3. For students to demonstrate an awareness of attitudes, beliefs, and rights of self and others while stimulating their respect for the uniqueness of the individual and cultural group.

Outcome 1: The student will become aware of personal attitudes, beliefs and rights.

Outcome 2: The student will demonstrate an awareness of the attitudes, beliefs and rights of others.

Goal 4. For students to identify, communicate and appropriately respond to their emotions and those of others.

Outcome 1: The student will demonstrate the ability to deal effectively with emotions.

Outcome 2: The student will know how to seek help in dealing effectively with emotions.

Outcome 3: The student will demonstrate competencies and skills for responding to the emotions of others.

Goal 5. For students to continue to develop and practice responsible personal behaviors.

Outcome 1: The student will develop an awareness of responsible behavior in relation to self and others.

Outcome 2: The student will assume responsibility for self discipline.

Goal 6. For students to improve skills for effective problem solving, conflict resolution, decision-making and goal setting.

Outcome 1: The student will review and practice a problem-solving and decision-making method.

Outcome 2: The student will utilize problem-solving skills in relation to conflict resolution strategies.

Outcome 3: The student will increase his/her awareness of importance of setting goals.

Goal 7. For students to continue to develop and practice skills for coping with life changes/crises.

Outcome 1: The student will expand his/her awareness of possible life changes/crises.

Outcome 2: The student will continue to develop skills in coping with life changes/crises

Goal 8. For students to continue to develop and practice skills for maintaining personal safety.
Outcome 1: The student will develop an awareness of situations which are potentially unsafe.
Outcome 2: The student will develop effective responses to unsafe situations.

Goal 9. For students to become aware of and practice the group process.
Outcome 1: The student will develop an understanding of the group process.
Outcome 2: The student will utilize group process skills.

Goal 10. For students to become aware of the roles of leadership in daily life.
Outcome 1: The student will develop an awareness of the qualities of leaders and the characteristics of leadership.
Outcome 2: The student will become aware of leadership opportunities.
Outcome 3: The student will become aware of qualities of leaders, characteristics of leadership, and opportunities as they relate to himself/herself.

Goal 11. For students to become aware of changing emotional and social needs, academic expectations, and physical development associated with middle school age.
Outcome 1: The student will explore changing emotional and social needs.
Outcome 2: The student will explore changing academic expectations.
Outcome 3: The student will develop an understanding of the physical maturation process.

Goal 12. For students to increase their involvement in their educational planning.
Outcome 1: The student will begin to investigate educational alternatives in planning his/her future.
Outcome 2: The student will demonstrate skills making educational decisions.

Goal 13. For students to adjust and function effectively in the school environment.
Outcome 1: The student will feel comfortable in the school environment.
Outcome 2: The student will develop an understanding of his/her rights and responsibilities at school.
Outcome 3: The student will know how to seek help in functioning in the school environment.
Outcome 4: The student will utilize self-management skills.

Goal 14 For students to continue to practice skills that facilitate learning.
Outcome 1: The student will develop a personal organizational system.
Outcome 2: The student will identify and practice a personal learning style.
Outcome 3: The student will demonstrate an understanding of effective study skills.

Goal 15. For students to continue to become aware of the diversity of the world of work and related life skills available to all races, people of all cultural backgrounds, and the disabled.
Outcome 1: The student will demonstrate an awareness of the dignity in all work.
Outcome 2: The student will continue to investigate the world of work.
Outcome 3: The student will investigate stereotyping and its impact of career choices.
Outcome 4: The student will assess occupational interests related to individual planning.

DES MOINES ELEMENTARY GUIDANCE AND COUNSELING GOALS AND STUDENT OUTCOMES

Goal 1. For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.
Outcome 1: The student will begin to develop an understanding of self-concept.
Outcome 2: The student will begin to develop a sense of self.
Outcome 3: The student will explore his/her personal and group identities.

Goal 2. For students to develop effective communication skills and develop an understanding that improved human relations depend upon increased intergroups and interpersonal communication and cooperation.
Outcome 1: The student will begin to learn effective communication techniques.
Outcome 2: The student will practice communication skills in the group process.

Goal 3. For students to begin to have an awareness of the attitudes, beliefs and rights of self and others while stimulating their respect for the uniqueness of the individual and cultural group.
Outcome 1: The student will begin to become aware of personal attitudes, beliefs, and rights.
Outcome 2: The student will begin to become aware of the attitudes, beliefs, and rights of others.

Goal 4. For students to begin to communicate their feelings and appropriately respond to the feelings of others.
Outcome 1: The student will begin to identify and deal with personal feelings.
Outcome 2: The student will begin to recognize and respond to the feelings expressed by others.

Goal 5. For students to develop a sense of responsibility for their own behavior.

Outcome 1: The student will recognize that he/she has the ability to control his/her behaviors.
Outcome 2: The student will begin to assume some responsibility for personal behaviors.

Goal 6. For students to begin to develop skills for effective problem solving, conflict resolution, decision making and goal setting.
Outcome 1: The student will recognize and begin to practice problem-solving/decision-making methods.
Outcome 2: The student will begin to utilize the problem-solving method in conflict resolution.
Outcome 3: The student will develop an awareness of the importance of goal setting.

Goal 7. For students to begin to develop skills for coping with life changes and crises.
Outcome 1: The student will begin to recognize the impact of life changes/crises.
Outcome 2: The student will begin to develop skills in coping with life changes/crises.

Goal 8. For students to develop personal safety skills.
Outcome 1: The student will recognize safe and unsafe situations.
Outcome 2: The student will develop a plan for dealing with unsafe situations.

Goal 9. For students to become aware of and practice the group process.
Outcome 1: The student will begin an awareness of the group process.
Outcome 2: The student will gain an understanding of the group process.

Goal 10. For students to be exposed to situations that aid in developing knowledge needed for educational planning.
Outcome 1: The student will develop an understanding of self as related to educational planning.
Outcome 2: The student will recognize that educational choices today impact future plans.

Goal 11. For students to adjust and function effectively in the school environment.
Outcome 1: The student will feel comfortable at school.
Outcome 2: The student will recognize his/her personal responsibilities in the school environment.

Goal 12. For students to begin to practice skills that facilitate learning.
Outcome 1: The student will begin to practice effective study skills.
Outcome 2: The student will begin to develop a personal organization system.

Goal 13. For students to become aware of the diversity of careers and the world of work available to both sexes, all races, cultural backgrounds, and the disabled.
Outcome 1: The student will recognize the dignity of all work.
Outcome 2: The student will begin an awareness of personal interests, strengths, and abilities related to the career decision-making process.

DES MOINES K-12 GUIDANCE PROGRAM
IMPLEMENTATION PLAN

Realizing that implementing a comprehensive, articulated and sequential program of Guidance and Counseling requires a high level of commitment and planning, we propose a four-year plan of study, evaluation and implementation.

Year 1: Study/Inservice (1989-90)

Logging: The Information Management Department of the Des Moines Schools will be asked to assist the guidance office in an examination of the current use of counselor time and types of activities carried out by counselors at all levels. (Completed)

Needs Assessment: Counselors at all level will assess personal need regarding training, inservice and skill building to provide information for developing inservice programs and staff development classes that speak to student goals of the guidance program. (Completed)

Inservice: Building administrators at all levels will receive inservice in the basic components of the K-12 guidance program and the role of the counselors in that program. (Completed)

Activities: In year one, counselors will develop, categorize and refine activities at all levels directed at specific student goals and outcomes as defined in the guidance program. (Completed)

Consulting: Penny Bisignano, Guidance Consultant from Heartland AEA 11 will be responsible for coordinating the first year of study. (Completed)

Year 2: Planning/Training (1990-91)

In year two, results of counselor logs will be used to work toward consistency between the goals and objectives of the counseling program and implementation at the building site. (In process)

Results of the needs assessment will be used to plan for skill-building classes, programs, etc. for counselors. (In process)

Counselors at all levels will receive inservice in individual goal setting and action planning. Building administrators will be updated on progress of implementation plan and pilot program plans for year three. (In process)

The guidance office will begin a curriculum mapping study to ascertain where guidance related activities are taking place throughout the curriculum. Activities will be categorized and properly added to the guidance program K-12. (In process)

The guidance advisory committee K-12 will be organized and reinstated. (In process)

Year 3: Pilot program/skill building (1991-92)

The district will begin initiatives at all levels using the K-12 guidance curriculum. The initiatives will include a heavy emphasis upon continued communication, refinement and evaluation as the plans are carried out.

Building administrators will be updated on progress of implementation plan and initiatives for plans.

Year 4: Implementation/Product evaluation (1992-93)

The guidance program K-12 will be implemented and plans for evaluation of the program will be developed.

MAJOR DEVELOPMENTS AND IMPROVEMENTS WITHIN THE LAST FOUR YEARS

High School:

1. A large number of materials to help students with career, financial aid, and educational choices have been added to the guidance centers. (See the chart following this page). Examples: Guidance Information System (computerized jobs, college scholarships, etc...), NEWS Iowa (jobs available in Des Moines and across the U.S.), Laser Disks (overview of college campuses, etc...), college and university videos, updating of college and career books and pamphlets and career interest inventories.

2. A written developmental guidance and counseling program with specified activities to carry out the goals and objectives to reach student outcomes has been completed. We are in the second year of a four-year implementation plan. (See implementation plan on page 20.) Administrators have received inservice about the program.

3. More personal counseling is occurring in all areas. This includes, in spite of the lack of available student time at the high school level, more small groups are occurring that deal with serious problems. Increasing personal counseling has been difficult because counselors are always working hard to meet someone else's deadlines (reports, scheduling, grading, selection of students, etc...).

4. The development and continuation of the preparation classes for the external tests (PSAT, SAT, and ACT) is an aid to many students.

5. The scholarship dollars that students have received have been increased from $1,198,202.00 in 1983 to $ 3,050,667.00 in 1989-90. (This has been an important priority.)

INFORMATION AND ACTIVITIES AVAILABLE THROUGH THE COUNSELING OFFICE IN REGARD TO COLLEGE AND CAREERS

College Choice/Scholarship Information & Activities

	East	Hoover	Lincoln	North	Roosevelt
Applications, College (File Folders)	x	x	x	x	x
Books re: College Selection & College in General	x	x	x	x	x
Bulletin Board Information on Colleges/Scholarships	x	x	x	x	x
Calendar for College Bound	x	x	x	x	x
Catalogs, College	x	x	x	x	x
Class Day (Senior Scholars Recognized)	x	x	x	x	x
Classroom Visits re: Forthcoming Events			x		x
College Fair					
College Testing & Testing Information	x	x	x	x	x
ACT, PSAT, SAT, PACT, etc.	x	x	x	x	x
College Visits to	x	x	x	x	x
Conference with College Representative	x	x	x	x	x
Counseling, Individual	x	x	x	x	x
FFA and FAF Forms	x	x	x	x	x
Financial Aid, (Books on "Need a Lift", etc.)	x	x	x	x	x
Financial Aid Calendar	x	x	x	x	x
Financial Aid Form Complete Assistance for students	x	x	x	x	x
Financial Aid Information for Parents	x	x	x	x	x
Financial Aid Nights	x	x	x	x	x
Financial Aid Plan Notebooks	x	x	x	x	x
Financial Aid Search Information	x	x	x	x	x
GIS (Scholarship Search)	x	x	x	x	x
GIS (College Choice)	x	x	x	x	x
Group Counseling on College Prep Course	x	x	x	x	x
Group Guidance	x	x	x	x	x
Handbook for College Bound	x	x	x	x	x
Individual Counseling	x	x	x	x	x
Laser Disc, College	x	x	x	x	x
Monthly Meetings with Seniors	x	x	x	x	x
Newsletters, Parents	x	x	x	x	x
Newsletters, School	x	x	x	x	x
Newsletters, Senior (Guidance)	x	x	x	x	x
Parent Conference upon Request	x	x	x	x	x
Recommendations - writing	x	x	x	x	x
Requirements for College	x	x	x	x	x
Scholarship Bulletin Board	x	x	x	x	x
Scholarship Files and Applications	x	x	x	x	x
Senior Destination Form	x	x	x	x	x
Senior Newsletter	x	x	x	x	x
State of Iowa Scholarship Info. (Top 15% Meeting)	x	x	x	x	x
Technical Trade/Business School Information	x	x	x	x	x
Video Tapes, College	x	x	x	x	x
Writing Recommendations for Scholarships	x	x	x	x	x

Careers

	East	Hoover	Lincoln	North	Roosevelt
Armed Forces Visits	x	x	x	x	x
ASVAB for Armed Services/Career Info.	x	x	x	x	x
Boy Scout Career Survey	x	x	x	x	x
Career Explorations (e.g.) Career Day Mercy Hosp.	x	x	x	x	x
Career Information Handouts	x	x	x	x	x
Career Plan 36 Options DM Middle Schools	x	x	x	x	x
			x		
Career Seminars					
Career Tests Available					
Harrington-O'Shea Interest Inventory	x	x	x	x	x
Kuder	x	x	x	x	x
Self-Directed Search	x	x	x	x	x
OMS	x	x	x	x	x
DAT	x	x	x	x	x
			x		
CISI Information	x	x	x	x	x
GIS (Career Search & Information)	x	x	x	x	x
Group Guidance on Career Choice	x	x	x	x	x
Individual Counseling	x	x	x	x	x
Job Placement/Advertising	x	x	x	x	x
Job Shadowing	x	x	x	x	x
Military Careers (Handouts, etc.)	x	x	x	x	x
New Horizons (SWS) Emp. Program	.	.	.	.	x
News Iowa	x	x	x	x	x
Occupational Outlook Handbook, etc.	x	x	x	x	x
Trade School Vertical File	x	x	x	x	x
Youth Employment Services					

. will be installed during the year

Middle School

1. All middle school counselors are organizing small groups of students to discuss many topics. There is an average of about 8 students in a group. Middle schools report having from 20 to 40 small groups in one year. Multiplying the number of groups by 8 students per group you can see that from 160 to 320 students or more each year profit from the group experience in a single middle school. Topics may range from how to be a successful student to how to live in a family with a drug or alcohol abuser.

2. The eighth grade career planning curriculum which helps students explore career opportunities, see the relevance of school, and plan their high school classes continues to be helpful to students. It is revised and improved periodically.

3. The middle school developmental guidance and counseling curriculum has been written with activities to carry out the goals and produce expected student outcomes. We are in the second year of a four-year implementation plan. Administrators have received inservice about the program.

4. Counselors report a higher than ever number of student and parent referrals and contacts indicating a high level of trust and appreciation of the work counselors do.

Elementary School:

1. The program has grown from 3 elementary counselors in three schools in 1982-83 to 25 counselors in 28 schools in 1990-91.

2. The Smoother Sailing pilot program was started in 1988-89 in 10 schools as a business-school cooperative effort. It has been recognized nationally with articles printed about the program in national publications: The Guidepost, The Brown University Child Development Newsletter, The Harvard Education Newsletter, Education Week, Children Achieving Potential and Time Magazine.

3. Past research and feedback from parents, teachers, administrators, and students have indicated considerable success for the program. Principals and teachers report that discipline in the schools has improved. There are fewer fights on the playground. Student achievement for many high risk students has improved. School climate has improved. One custodian even reported that the students were treating the building better. Reports from many parents about attitudes and emotional well being for their children indicate that parents see improvements because of the Smoother Sailing program.

4. Eighty copies of the "Smoother Sailing/Elementary Guidance and Counseling Curriculum" have been purchased by school districts in the United States, Singapore and Hong Kong.

5. During the past 17 months we have mailed 315 Smoother Sailing packets and video tapes to 42 states, the District of Columbia, Singapore, and Hong Kong.

6. The passage of the Instructional Support Levy will make it possible to have elementary counselors in all 41 elementary schools next year. Thirteen schools currently do not have a counselor.

District Crisis Plan:

Counselors and the counseling supervisor had a significant part in the development of the District Crisis Plan. They also helped develop and carry out the inservice training for each building cadre. When a student or teacher death occurs, a serious accident involving a student or staff member happens, or other tragedy strikes, the building administrator calls the supervisor of counseling and guidance who then puts together a crisis team. Social workers, psychologists, nurses and counselors serve on the team. Counselors, because of their training and numbers, make up the largest group on any team. The counseling supervisor goes out and works as the team manager for as long as the team is needed.

INPUT EVALUATION

BUDGET AND SOURCES OF REVENUE

High Schools

No. of Buildings	8
No. of Counselors in FTE's	28
Students Served	7,487
Average Salary w/out benefits	$ 36,204.00
Total Salaries	$ 1,015,699.00
Total Salaries with Benefits @ 27%	$ 1,289,878.00
Approximate Cost Per Student	$ 172.28

Middle Schools

No. of Buildings	10
No. of Counselors in FTE's	20
Students Served	6,519
Average Salary w/out benefits	$ 35,930.00
Total Salaries	$ 718,603.00
Total Salaries with Benefits @ 27%	$ 912,626.00
Approximate Cost Per Student	$ 140.01

Elementary Schools:

Total No. of Students	15,428
No. of Students Served	10,448
No. Regular Program Counselors in FTE's	13
No. Smoother Sailing Counselors in FTE's	10
Counselors by Grants	2
Total Counselors	25
Average Salary w/out benefits (does not include the two grants)	$ 31,276.00
Total Salaries (does not include the two grants)	$ 719,360.00
Total Salaries with Benefits @ 27%	$ 913,587.00
Approximate Cost Per Student	$ 87.44

Note: All counselors K-12 are paid on the same salary schedule. The high school counselors have the most seniority, and the elementary, on the average, have the least seniority. In addition, secondary Pupil Services Coordinators receive a stipend for additional responsibilities. These two factors explain the difference in the average salaries paid at each level.

Guidance Office Administration in FTE's:

Supervisor (1)	$ 44,347.00
Smoother Sailing Coord.(1)	$ 34,670.00
Secretary (1)	$ 14,820.00
Total	$ 93,837.00

COUNSELOR RATIOS FOR 1990-91

HIGH SCHOOL		NO. of COUNSELEES
East:	Pupil Services Coordinator	162
	Counselor #1	273
	Counselor #2	307
	Counselor #3	322
	Counselor #4	305
	Counselor #5	329
	School Within School/Des Moines Plan Counselor	132
Hoover:	Pupil Services Coordinator	205
	Counselor #1	325
	Counselor #2	329
	SWS/ DM Plan Counselor	75
Lincoln:	Pupil Services Coordinator	205
	Counselor #1	357
	Counselor #2	377
	Counselor #3	396
	Counselor #4	377
	SWS/DM Plan Counselor	280
North:	Pupil Services Coordinator	209
	Counselor #1	359
	Counselor #2	314
	SWS/DM Plan Counselor	83
Roosevelt:	Pupil Services Coordinator	252
	Counselor #1	472
	Counselor #2	461
	SWS/DM Plan Counselor	91

SWS Counselors are assigned a small number of counselees because the program is designed to meet the increased need for counseling at-risk students.

Pupil Services Coordinators have a smaller number of counselees due to the time required to coordinate the guidance program, create and carry out the Master Schedule, and supervise the scheduling process.

MIDDLE SCHOOL	COUNSELOR #1	COUNSELOR #2
Brody	338	351
Callanan	331	332
Goodrell	359	397
Harding	397	397
Hiatt	241	242
Hoyt	280	280
McCombs	303	303
Meredith	357	358
Merrill	270	270
Weeks	336	336

1990-91 Elementary/Smoother Sailing Counselor Positions and Sources of Funding

School	Enroll	District 90 91	Grants 90 91	Business 90 91	Total 90 91
Cowles *	170				
	250				
Mann	268	0.5			0.5
McKinley	272	0.5	0.5		1.0
Lovejoy *	283				
Mitchell	294	1.0			1.0
	300				
Lucas	303			1.0	1.0
Monroe	309			1.0	1.0
Longfellow	314	0.5	0.5		1.0
Pleasant Hill *	314				
Hanawalt *	316				
Howe	321			1.0	1.0
Brooks	321	0.5			0.5
Wright *	322				
Perkins	324	0.5			0.5
McKee	327	1.0			1.0
Wallace	327	0.5			0.5
King	330	0.5			0.5
Weirous	342			1.0	1.0
Findley *	345				
Oak Park *	346				
	350				
Madison *	352				
Phillips	355	0.5			0.5
Moulton	356	1.0	1.0		2.0
Catlett	357	0.5			0.5
Jackson	365	0.5			0.5
Granger	390	0.5			0.5
Hills	390	0.5			0.5
	400				
Edmunds	400	0.5		1.0	1.5
Rice	412	0.5		1.0	1.5
Adams *	419				
Stowe *	429				
Hubbell *	430				
Willard	434	0.5			0.5
Jefferson *	437				
Moore	443	0.5			0.5
Garton	445	0.5			0.5
Windsor *	448				
	450				
Greenwood	471	1.0		1.0	2.0
Woodlawn	479	0.5			0.5
Studebaker *	488				
	500				
Douglas	507	1.0		1.0	2.0
Park Avenue	584	0.5			0.5
Total Counselors		14.5	2.0	8.0	24.5
Coordinator				1.0	1.0
Crisis		0.5			0.5
Grand Total		15.0	2.0	9.0	26.0

*Schools with no assigned counselor

Note: Counseling positions are stated in full time equivalents.

MATERIALS AND SUPPLIES

Cost per year of materials and supplies furnished by Guidance Office $20,704.00

Items typically purchased through this account:

1. Yearly license fee for the Guidance Information System for the five high schools. ($ 7,500)
2. Printing of the 8th Grade Career Planning booklets for every 8th grader in the school system.
3. Printing of the Planning for Work/Planning for College booklet given to every junior student in high school.
4. Printing of Secrets for Success with ITBS for every elementary and middle school student tested.
5. Occupational Outlook books for each high school and middle school.
6. Career Interest and Career Aptitude Tests
   - Self-Directed Search
   - Ohio Vocational Interest Survey
   - Differential Aptitude Test Battery
   - Kuder Vocational Inventory
   - Harrington-O'Shea Interest Inventory
   - Career Information Systems of Iowa Computer Disks
7. High School College Costs books
   - Career pamphlets and books
   - Computer software for preparing for SAT, ACT, & PSAT
8. Kits for Elementary Counselors
   - examples: DUSO; PUMSY; My Friends and Me; Body Rights; Drug Free
9. Counseling books to teach development and prevention lessons to elementary students.
10. Printing of information for counselors (paper costs)
11. Two thousand dollars of this money is earmarked for inservice training and other means of updating skills for counselors and meeting locations when district locations are not available.

Community Resources:

Counselors K-12 work closely with community agencies. They not only refer families to community resources, they also, on appropriate occasions, schedule community agencies to assist them in their guidance programs in the schools. Examples of agencies that assist in the schools are: Young Women's Resource Center, National Council On Alcohol and Other Drug Dependencies, Youth Emergency and Shelter Services, College Aid Commission, Family Crises Center, Student Assistance Programs, Youth Law Center, Department of Human Services, and Child Guidance Center.

Contributions From:

Community contributions to the Smoother Sailing program have grown from a few individuals to a number of businesses, individuals, clubs, and church groups. The contributions go to the Smoother Sailing Foundation. The Foundation sends a specified amount of money to the District monthly. The amount contributed for the Smoother Sailing Program has been:

1988-89	$ 400,000
1989-90	$ 320,000
1990-91	$ 320,000

1988-1991:

McDonald's Restaurants in Greater Des Moines Area
WHO Radio, WHO TV, KLYF Radio
Kragie/Newell Advertising Agency
Davis, Hockenberg, Wine, Brown, Koehn, and Shors Attorneys
Helen and James Hubbell, Jr. Foundation
Charles A. Fitzgibbon, CPA

1989-1991:

Adventureland
Aliber Foundation
Allied Group Insurance
American Marketing Association
American Mutual Life Insurance
American Republic Insurance
Anderson Erickson Dairy
Bankers Trust
Bortell's Ranch
Brenton Banks/Brenton Foundation
California Table Grape Association
Central Life Assurance
Cost Cutters Family Hair Care Centers
Devine Office Equipment
Employers Mutual
Equitable Life Insurance Co. of Iowa
First Baptist Church Homebuilders
First Friday Breakfast Club
First Interstate Bank
First Interstate Group
First Realty/Better Homes and Gardens
Friendly Sons of St. Patrick/Irish Clan
Gannett Foundation
Stephen and Patricia Grubb
Hawley Foundation
Heritage Communications
Holmes/Murphy Insurance Agency
F.M. Hubbell Foundation
IBM
IMT Insurance
Iowa Cubs Baseball
Iowa Department of Public Health
Iowa Inter-Church Agency for Peace and Justice
Iowa Power
Iowa Realty Company
Iowa Title Company
Junior Leage of Des Moines
Kirke-Van Orsdel Insurance Services
Kiwanis Club of West Des Moines
La Sertoma Club
Fred Maytag Family Foundation
Edwin T. Meredith Foundation
Meredith Corporation
Merle Hay/Urbandale Kiwanis
Mid-Iowa Health Foundation
Motor Ways, Inc.
Naegele Ourdoor Advertising
National Travelers Life
Norwest Bank, N.A.
Norwest Financial Fund
Parent Teachers Association (PTA)
Parents Without Partners
Pioneer Hi-Bred International
Plymouth Congregational Church Frisbie Club
Principal Financial Group Foundations, Inc.
Proteus Club
Ronald McDonald Children's Charities
Ruan Foundation
Success Exchange Breakfast Club
US West
Valley National Bank
West Bank
West Des Moines United Methodist Church Men's Club
West Des Moines United Methodist Church Mits-Wits
Westminster Presbyterian Church Women
Westover Baptist Church
Younkers
Ziebart Car Improvement

Plus, Many Individual and Family Gifts

11-8-90

PROCESS EVALUATION

BUILDING OBJECTIVES 1989-1990

A number of schools (K-12) wrote objectives for 1989-90 that included counselors. These objectives are on file in the 1989-91 Strategies Planning Report found in the Department of Information Management. There were too many to site all of them in this report. Some examples follow:

1. Six to nine Lucas students, identified in the "at risk" category, will show a positive growth on an attitude inventory after receiving a minimum of three hours of intensive guidance work each week for a semester from the Smoother Sailing counselor, with the assistance of the principal and the staff during the 1989-90 school year.

2. The Iowa Tests of Basic Skills scores of second grade classes in Smoother Sailing schools in the fall of 1987 will improve on their composite scores when tested as fourth graders in the fall of 1989.

3. The Brody counselors will develop and activate a plan to cause pupils and parents to become quickly and effectively acclimated to being a part of Brody Middle School as documented by the plan being on file with the principal by August 15, 1989.

4. The principal, counselors, and students of East High School will develop a building climate program that will reduce student conflicts by ten percent during the 1989-90 school year. Documentation will be on file in the principal's office.

DISTRICT GOALS

Two 1990-91 District Goals specifically relate to Counseling and Guidance:

IMPROVE THE QUALITY OF EDUCATIONAL PROGRAMS:

2. Improve student attitudes and behavior.
   - 2.1 Plan for implementation, beginning in the fall of 1991, a conflict management program for K-12 students.
   - 2.3 Plan for implementation, in the fall of 1991, an expanded program of counseling in the elementary schools.

COMMUNICATE BY INVOLVING THE COMMUNITY IN BUILDING AND DISTRICT PROGRAMS:

10. Improve community and parental involvement in education.
    - 10.1 Expand cooperative efforts with the business community through the Business-Education Alliance.

RESPONSIBILITY STATEMENT

Supervisor of Counseling and Guidance

The responsibility of the Supervisor of Guidance and Counseling of the Des Moines Public Schools is 1) to support the district's mission by providing the leadership for developing, revising, implementing and improving the K-12 Guidance/Counseling Program and the Smoother Sailing Program, 2) planning and conducting activities to upgrade the level of the skills of counselors and 3) providing leadership that will assist counselors in their complex jobs of helping students deal with educational and personal problems that may keep the students from learning and planning for the future.

The organizational tasks to be performed by the Supervisor of Guidance and Counseling include 1) planning, implementing and evaluating programs provided by the school counselors, 2) managing the guidance budgets provided by the Des Moines public schools and the business community and 3) conducting activities to help counselors build a high level of skills and programs to use to help students deal with those problems that keep them from profiting fully from the education provided by the Des Moines public schools. Specific objectives are listed below.

OBJECTIVES:

Weight (%)	Objective
50%	1. Meet the organizational expectations of the Director of Student Services.
	a. Provide leadership to the school counselors.
	b. Collect data on counselor activities.
	c. Set up the external testing program and preparation classes.
	d. Provide materials for and revise as needed the eighth grade Career Planning Curriculum.
	e. Update and publish guidance brochures.
	f. Monitor and reinforce counselor confidentiality mandated by state law.
	g. Respond to questions and requests from the public (where and how to get counseling assistance, etc.)
	h. Continue providing crisis counseling for the 13 elementary schools that have no counselors through the occasional use of Smoother Sailing counselors.
	i. Collect and prepare information for scholarships and destination reports in conjunction with the Department of Information Management.
25%	2. Develop, revise, implement and oversee the Smoother Sailing Program.
	a. Coordinate with the business community.
	b. Oversee the budget.
	c. Respond to out-of-district requests for information.
	d. Continue up-dating the curriculum.
10%	3. Help implement the newly developed middle school guidance program curriculum.
10%	4. Help implement the newly developed high school guidance program curriculum.
5%	5. Continue providing training for up-dating of counselor skills.

JOB DESCRIPTION: JAN KUHL

Position: **Guidance Consultant/Smoother Sailing Coordinator**

Main Function: Coordinates, provides leadership, and facilitates the implementation and improvement of the Smoother Sailing Program and Regular Elementary Counseling Program.

Reports to / Receives Direction from: Supervisor of Counseling and Guidance
and
Director of Student Services

Responsibilities Listed in Order of Priority:

1. Coordinates the work of Smoother Sailing and regular elementary counselors in all areas: developing programs , scheduling, selecting and ordering materials, designing and collecting of research, building counseling, skills, developing curriculum , providing consultative assistance, and meeting other needs that may arise.
2. Works with Supervisor of Guidance to provide workshops and skill building opportunities for all counselors, K-12.
3. Assists secondary counselors with crises and other matters when Supervisor of Guidance is unavailable.
4. Serves on various district level committees dealing with conflict resolution, drop out prevention, special education, and K-12 Guidance Programming.
5. Sets up visits of educators and business people in the schools to observe the work and value of elementary counseling programs.
6. Makes presentations concerning Smoother Sailing and elementary guidance to interested education and community groups at the local, state, national and international level.
7. Assists Supervisor of Guidance and Smoother Sailing Foundation Board members and others with public relations and planned Smoother Sailing activities.
8. Member of national American School Counselor Association Task Force on K-12 Guidance Implementation; a national level committee.

MONITORING THE PROGRAM

Evaluation and Monitoring of the Guidance and Counseling Program:

Assistance was provided by Mariann Culver,
Information Management Department of the Des Moines Public Schools
and
Mike Szumuczuk, Heartland AEA 11

1. Logging by all counselors, second semester of 1989-90, and first semester of 1990-91.

   A. To determine how counselors spend their time.
   B. To determine if guidance goals are being met.

2. Logging by elementary principals for two weeks in April and May of 1990.

   A. To determine the seriousness of problems for which students seek help.
   B. To determine whether an elementary principal, with a counselor in the building, has more time to be an instructional leader.

3. Parent surveys, spring semester of 1990.

   A. To determine parent comfort level in using elementary counselors.
   B. To determine children's behaviors in specific situations.

4. Self-esteem growth measurement, fall of 1990, spring of 1991.

   A. To determine if planned interventions increase the self-esteem of students.

INSERVICE PROVIDED ELEMENTARY COUNSELORS:

Elementary Counselors in the regular and Smoother Sailing program receive inservice education at monthly meetings. Topics covered in the 1989-1990 school year included:

1. Conflict Resolution Training
2. Enhancing Self-Esteem in Children
3. Motivating the Unmotivated
4. Curriculum Implementation
5. Counseling Children with Art
6. Counseling Children with Puppets
7. Making Referrals/Utilizing Community Resources
8. Suicide Prevention and Intervention Training
9. Sexual Abuse Training
10. Support Groups
11. Counseling Needs of Gifted

INSERVICE PROVIDED SECONDARY COUNSELORS:

On March 1, 1990, the Golden Circle Area Labor Management Advisory Committee and the Des Moines Area Community College hosted an inservice program for the 49 Des Moines secondary counselors. The inservice was geared to provide information for counselors to use to help students plan for the world of work. Short and long range occupational out-look information was provided.

Norma Runner from the Des Moines Chamber of Commerce spoke about local perspectives in the world of work, Bill Hood from the U.S. Department of Labor spoke about national perspectives, and John Calhoun of Calhoun, Burns, and Associates Engineers and the Civilian Aide to the Secretary of the Army spoke about state perspectives. The counselors were then taken on a tour of the John Deere plant to see modern equipment and the use of computers. Following the tour the counselors heard about apprenticeship programs, speeches by the Bureau Chief for Career and Vocational Education from the State Department of Education, Dennis Krehbiel, Manager of employee services for Iowa Power, and Penny Schenk from the Iowa State Occupational Coordinating Council.

The closing session of the inservice was spent in planning a Skills Trades Career Day that was held at Central Campus on April 12, 1990 for Des Moines high school students.

K-12 Conferences and Workshops:

A multitude of excellent conferences and workshops that are appropriate for building counselor skills are available throughout the year in Iowa and especially in the Greater Des Moines area. Counselors attend these conferences as money is available and they feel they can be away from the building. Many times counselors pay for the workshops themselves. When we have a need for specific information and funds are available, a counselor or two will be sent to a conference to bring back the information. Other counselors are given the information by presentations at regular counselor meetings and copies of the typed notes distributed through the district's bag mail.

State and National Counseling Conferences:

Fourteen Des Moines counselors have presented sessions at state and national conferences during the last two years. Opportunities to present occur at the Iowa Association for Counseling and Development Fall Conference held in Des Moines each year, The American Association for Counseling and Development National Conference held at various locations, and the National Elementary and Secondary School Conference which will be held in Des Moines the latter part of June, 1991. The Smoother Sailing coordinator and counselors will be presenting this summer.

PROGRESS TOWARD DISTRICT GOALS FOR 1990-91

Goal 2: Improve student attitudes and behavior.

2.1 Plan for implementation, beginning in the fall of 1991, a conflict management program for K-12 students.

Counselors have been instrumental in the Community Board Conflict Manager Program now in place at Callanan, Goodrell, and Hiatt middle schools. The counselor at Brooks elementary school is a major participant in the Conflict Manager program put in place in December, 1990. All elementary counselors received training for starting a Community Board Conflict Manager program. This training was held April 16, 1990.

December 11 and 12, 1990, Sandra Bury, Counselor at Callanan, and Linda Ritland, P.E. teacher at Callanan, provided training to 32 staff members: counselors, teachers, and vice principals from six middle schools and Lincoln High School. The training provided was The Community Board Conflict Manager program. The Lincoln group will receive an additional day of training required for high school.

2.3 Plan for implementation, in the fall of 1991, an expanded program of counseling in the elementary schools.

With the passage of the funding referendum on September 11, 1990, funds will be available to expand the elementary counseling program. In preparation for the expansion, the Smoother Sailing Coordinator and the Supervisor of Counseling and Guidance have started to develop a list of materials, kits, books, etc. that will be needed. Current counselors have submitted lists of those things they consider to be essential in starting a new program.

Plans are also being made to provide inservice to the new and existing elementary counselors that will develop a cohesiveness, provide mentors for the new counselors and insure that there is a consistency of program throughout the district, taking into consideration the special needs of individual buildings. This will be essential with an increase in number of counselors of this size.

To further insure an elementary/Smoother Sailing program of high caliber, the Smoother Sailing Coordinator is developing a program of mentoring, coaching, and assistance that will help counselors put into effect new skills at a much higher rate than the normal 5-15%. She is currently doing library research, consulting with college professors, and making phone contacts with national experts to help her design the plan.

Goal 10: Communicate by Involving the Community in Building and District Programs.

10.1 Expand cooperative efforts with the community through the Business-Education Alliance.

Ten counselors have written parenting articles to be used in newsletters and publications of local businesses. Topics covered include self-esteem building, effective parent/teacher conferencing, communication skills, stress management techniques, and child development issues.

One request that has come from the Business-Education Alliance has been for counselors to go to the businesses to speak to employees on subjects related to their children and their school experiences. Sessions have begun. Counselors from all three levels have presented seminars during lunch hours at several different sites. Other sessions in other businesses are in the planning stages.

RESULTS OF EVALUATION AND MONITORING OF THE GUIDANCE AND COUNSELING PROGRAM

1. Logging by All Counselors:

   A. The first semester's logging has been completed. Preliminary results indicate that:

      a. High school and middle school counselors and middle school pupil services coordinators have spent the most time performing non-counseling duties. Many have lunchroom duty.
      b. The high school pupil services coordinators have spent the least amount of time giving direct or indirect services to students .
      c. Elementary counselors are assigned the least amount of time performing non-counseling duties.
      d. SWS counselors and elementary counselors spend the majority of their time giving direct and indirect services to students.

   B. Smoother Sailing counselors and regular elementary counselors spend their time in very similar ways. However, in the regular programs, since the counselors are assigned to two schools, the children in these schools receive less than half the time and program than the children in the Smoother Sailing Program.

2. Logging by Elementary Principals:

   A. When principals reported the types of problems they saw in a two weeks period, Smoother Sailing program principals reported seeing more students with problems that fall in more serious areas. After initial contact with the principal, students are referred to the Smoother Sailing Counselor.

Examples	No. of Alcohol Abuse Related Family Problems	No. of Child Abuse Problems
Schools with no counselors	6	4
Regular counseling program	4	5
Smoother Sailing program	20	14

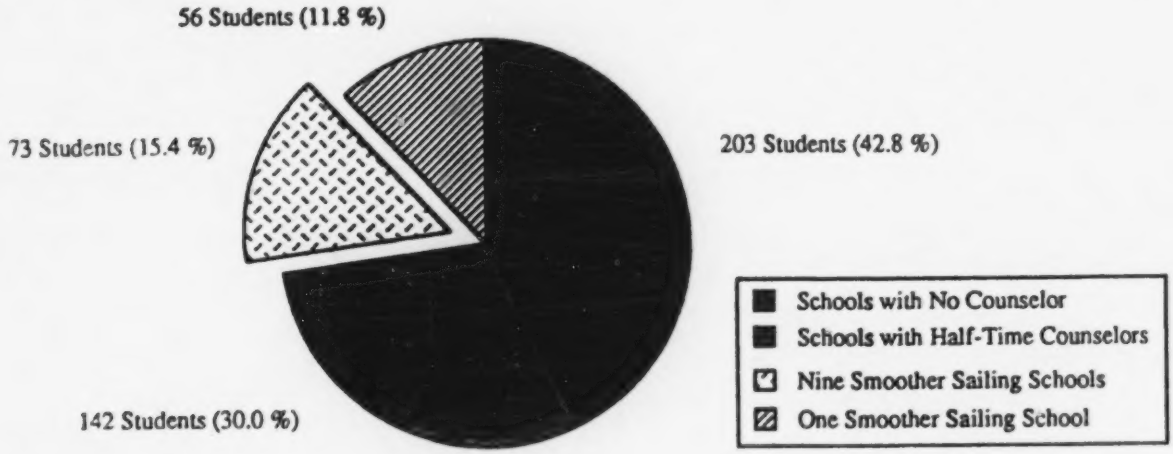
As the trust level of the children increased as a result of frequent contacts with the Smoother Sailing Counselor, children became more willing to share their concerns and seek the help of the adults at school. Children learn that counselors can be trusted to keep their information confidential except for cases of abuse. They know the counselor must report abuse, so they seek help. This trust often is transferred to other school personnel.

In addition, the counselors work with the staff to help them recognize and respond to the problems children are having.

B. Principals in schools with no counselor saw more students (and therefore had less time to be instructional leaders) than the principals who had the regular elementary or Smoother Sailing program for similar counseling related problems.

Note: One Smoother Sailing School comprised 11.8% out of 27.2% student contacts. Except for this one school, the number of students seen in Smoother Sailing Schools would have been much lower.

Number of Students Seen by Principals from April 23-May 4, 1990


56 Students (11.8 %)
73 Students (15.4 %)
203 Students (42.8 %)
142 Students (30.0 %)
Schools with No Counselor
Schools with Half-Time Counselors
Nine Smoother Sailing Schools
One Smoother Sailing School

3. Elementary Parent Surveys:

A. 878 surveys were sent, 272 were returned for a 31.0% return rate.
33.3 % Smoother Sailing Schools
21.7 % Regular Program Schools
38.3 % Schools with no counselor

B. In schools where there was a counselor the survey of parents revealed:
91.8 % were aware of the counseling program.
79.2 % said their child had talked about the counselor at home.
95.2 % reported they would be comfortable contacting a school counselor if there was a problem.

4. Self-Esteem Growth Inventory:

A. The Coopersmith Self-Esteem Inventory was administered in September of 1990 to third, fourth, and fifth grade students in randomly selected schools. Students were chosen from the Smoother Sailing Program, the regular elementary program, and from schools with no counselors.

Results will be determined when the post test is given to the same students during the spring of 1991.

RESULTS OF INSERVICE NEEDS ASSESSMENT

As a part of the four year implementation plan related to the new K-12 counseling and guidance curriculum, all counselors were surveyed May, 1990, to determine inservice needs of counselors. The needs were prioritized for each level and a summary was prepared. The top ten areas were pinpointed by calculating the counselors' responses and including strong or moderate needs. A committee of counselors has been formed to plan inservice programs to address these needs.

Elementary Counselors:

1. To improve skills in conflict resolutions
2. To implement the use of computers in the guidance program
3. To develop crisis intervention skills
4. To provide inservice training for teaching guidance issues
5. To consult with outside agencies more effectively
6. To counsel with parents on concerns they have around student's school experiences
7. To become aware of and practice group process.
8. To help one recognize and measure progress in individual work.
9. To develop ideas and materials for small groups.
10. To improve skills in goal setting.

Additional needs listed:

1. Family counseling
2. Conducting parenting classes
3. Cocaine babies
4. AIDS counseling
5. How to deal with difficult people
6. Help explore behavior management plans
7. Anger - fighting fear
8. Coping skills
9. Social skills streaming techniques
10. Alternatives to Suspension
11. To network and consult with other personnel
12. Boys Town behavior model
13. Dealing with gang members

Middle School Counselors:

1. To be provided with an opportunity to formally network with other middle school counselors (within district and outside).
2. To develop and practice appropriate skills for coping with life change/crisis.
3. To develop ideas and materials for small groups.
4. To know personal legal obligations and limitations.
5. To help me identify ways to personally reduce negative stress.
6. To develop a positive self-concept in children.
7. To improve skills in conflict resolution.
8. To continue to practice skills that facilitate learning (organizational skills, study skills, and learning styles).
9. To review individual counseling techniques.
10. To develop crisis intervention skills.

Additional needs listed:

1. Review of current treatment programs (Spectrum, PACE)
2. Family system counseling
3. Trends in counseling
4. Dealing with Alcohol/Drug Syndrome children

High School Counselors:

1. To develop planned public relations activities for my counseling program.
2. To implement computer uses in guidance.
3. To know my legal obligations and limitations.
4. To work with community agencies for feedback and follow-up to insure students' success in school.
5. To provide group counseling for personal problems.
6. To conduct large group activities such as career development, self-awareness and decision-making.
7. To refer students with special needs to appropriate school and community agencies.
8. To provide individual counseling for personal problems.
9. To provide group counseling for career concerns.
9. To write letters of recommendation and school records when appropriate.
10. To provide inservice training for teachers or guidance issues.

Additional needs listed:

1. Techniques of counseling
2. Computer help with records/scheduling
3. Assisting homeless youth
4. Homeroom reinstated
5. Conflict resolution
6. Personal counseling skills

Summary of K-12 Inservice Needs Assessment:

1. To implement computers is a very high priority (#2) in both elementary and high school. In middle school, six counselors indicated this is a strong need. This is cited more often than any other item.
2. To know legal obligations and limitations is a priority at high school and middle school level (ranked 3rd and 4th respectively).
3. To work with community agencies is a priority for high school and elementary counselors.
4. To improve group work skills is an expressed area of need at all three levels:
   a. High schools want group experience in personal problems, career development, self-awareness and decision-making.
   b. Elementary and middle schools want to develop ideas and materials for small groups.
5. To provide inservice training for teachers on guidance issues is a concern for elementary and high school counselors.
6. To improve skills in conflict resolution is a priority at elementary and middle school levels.
7. To develop crisis intervention skills is a concern at elementary and middle school levels.

NORTH CENTRAL ASSOCIATION (NCA) SUMMARY

East High School Guidance Program

The North Central Association conducted an evaluation of East High School during the first semester of 1989-1990. (See Appendix A for the complete Guidance and Counseling program report.)

The East High School guidance and counseling program was commended for their use of outside agencies, their response to changes in society affecting their students, their communication with parents, the large amount of resources for both college bound and work oriented students, their building-wide crisis intervention team, and their part in the development of the district-wide K-12 development guidance and counseling program.

A summary of the recommendations included:

1. Need for expanded office space to meet the demands of students.
2. More teaching staff participation in guidance activities.
3. More small group counseling.
4. More assistance with careers for non-college bound students.
5. The administration needs to relieve counselors of some of the registration and scheduling processes--too time consuming.
6. More clerical help. One secretary for seven counselors is swamped with paper work.

AWARDS

Toni Johansen: Was awarded the National Elementary Counselor of the Year Award by the American Counselor Association in Cincinnati, Ohio on March 3, 1990.

> Toni was also pictured in Time Magazine in October of 1990 working with a group of her students.

The Supervisor of Guidance was presented the Distinguished Service Award by the Iowa Mental Health Counselors Association in 1989.

PARENTING CLASSES

Every elementary and Smoother Sailing counselor will present a parenting class, parenting support group, or parent seminar during the 1990-91 school year. Many of the counselors held parenting sessions last year and were heartened to find a renewed interest in parenting sessions.

FUTURE PLANNING

FUTURE PROGRAM NEEDS

High School Program:

1. *More Clerical help is needed in each high school.* This person needs to be a highly skilled individual who has the capability to help with the master schedule, the scheduling process, and the many functions required to acquire and record the information needed to grade student work. Counselors from all five comprehensive high schools and Central Campus put this as their number one need. One high school currently has one secretary for 7 counselors, another for 6 counselors. Additional high level assistance would relieve counselors of clerical duties they now perform that keep them from working directly with students. This need has been documented in every external study made of the guidance program. Past North Central Association evaluations including the one done last year at East High School have stressed this need. Cost: A class III Secretary for twelve months is $ 13,260 plus benefits at $ 3,514 would cost $ 16,774 per high school building.

2. *A Lower counselor to counselee ratio is needed in two high schools.* Some high school counselors have high ratios. One counselor has 470 counselees. The NCA recommends 1:350. The 1989 cuts at Roosevelt and Lincoln that were requested by the School Board have been very detrimental to the counseling program and reduced the help students receive. Ratios for the two regular counselors were raised to 450-475 at Roosevelt. Ratios were also raised at Lincoln. The Pupil Services Coordinators and SWS counselors are limited in the number of counselees they may be assigned, as was explained previously, which means that ratios for the regular counselors necessarily raise when a cut in staff is made. Many complaints about the cuts were received in the guidance office from parents and students. Approximate cost is $36,204 per counselor (see page 25) plus benefits at 27%, $9,775 equals $ 45,979 per counselor. Total cost for two counselors would be $ 91,958.

3. *A city-wide college counselor is needed* to write newsletters for students about the external testing program, job opportunities, scholarships and the college preparation and application process. At the present-time, these efforts are being duplicated in various degrees of proficiency in all five high schools. Time to spend with students could be saved in all high schools if one counselor were available to do all the writing for all high schools and could have time to keep up-to-date in this complicated area. Also all students would receive the same quality of material. In addition, the college counselor could be on call to provide information and do workshops and parent programs in these areas.

   Studies done nationally show that early awareness programs about the possibility of going to college and ways to finance post secondary education help to keep students in school. Keeping students' options open for future education and setting future goals seem to be great motivators for staying in school. Studies show that parental influence is at least five times more influential on a student's desire to stay in school than any other factor. Parent-counselor-student awareness programs need to be coordinated from a central position, written into the curriculum, and implemented in a K-12 program. A college counselor for the district who could have the time to keep informed, work with building counselors to provide early awareness to parents and students, and provide on-going assistance through the transition from high school would be a valuable addition. Approximate cost is $ 36,204 plus benefits $ 9,775, total $ 45,979.

4. *A computer is needed for every counselor and the guidance secretary that can send and receive information from the Mid-Iowa mainframe.* The purpose is to assist with and speed up scheduling, grading, and transferring of student information in order to free counselors to spend more time with students. This process in under way. Computers have been ordered that fulfill a major portion of this need.

Middle School Program:

1. *Secretarial help was mentioned by all middle school counselors.* Currently they have three hours of clerk help a day on days when the students are in school. The pay is $4.50/hour with no health benefits, sick leave, or vacation. For many years the pay has been minimum wage. During the last two or three years we have been allowed to raise the pay to the present amount to match the hourly pay of co-op students doing the same work. Our workers are often mothers of students who wish to try a part-time job in preparation for going to work full-time. We train them but they do not remain long. In some years an office may train as many as 3 to 5 different clerks during the year. When a secretary is not there, half of each day in most cases, students sit unsupervised while they await a conference with the counselor. In addition, counselors must do many clerical tasks which take time that could be spent assisting students. Current cost of the clerks is $30,700. Cost of a class II secretary for ten months is $12,662, plus benefits at 26.5%, $1,355. $14,017 x 10 schools less $30,700 already being paid, equals $109,470.

2. *A computer for each counselor hooked up to the Mid-Iowa mainframe* is needed to assist with the scheduling process and speed up work that takes away from direct student services. Two middle schools will receive computers this school year. A budget is being submitted for guidance for next year that will, if approved, be the first to include an equipment budget to help meet this need.

3. *Financial help is needed to provide computer software* and printed materials for career guidance and assist in other counseling areas. A budget is being submitted for guidance for next year that, if approved, will help meet this need.

Elementary Program:

1. *Additional counselors* financed through the passage of the instructional support levy to put the Smoother Sailing Program in all 41 elementary schools. A plan for meeting this need is being addressed in the budget proposed for 1991-92. (See page 52 for the Superintendent's proposal.)

2. *A means of providing additional administrative support* needs to be found to help with hiring the additional elementary counselors and to help the supervisor with the task of assisting counselors in their work and strengthening the counseling program. It is possible that the number of counselors will grow from 74 to nearly 100 for next year. It would cost an estimated additional $9,000 plus some additional benefits to make the present Smoother Sailing Coordinator a 10.5 month administrator.

3. *More consultant help is needed* as we increase the number of counselors in the fall of 1991. Counselors need help with starting a program, scheduling, balancing a program, rules and regulations of the district, etc. Consultant help is also needed to assist counselors with difficult counseling situations. Dealing with difficult situations is rarely covered in college. Approximate cost would be $39,721 per year (including benefits). In order to help meet this need the Smoother Sailing Coordinator is planning an extensive peer mentoring program in which the established counselors will assist the new counselors.

4. *Money to purchase the start up materials* needed to establish the new elementary counseling programs. A proposed budget for counseling for 1991-92 is being submitted for consideration that will help meet this need.

5. *Secretarial help at the central office* to assist with the work of the Smoother Sailing Coordinator and to help prepare ongoing materials required by counselors to work with the children, hold parenting workshops, etc. The proposed 1991-92 budget for counseling will address this need.

NEEDS FOR ALL THREE LEVELS:

Money and released time to provide the up-dating of counselor skills so counselors will be able to help students learn to cope with the very serious and complicated problems students face today. Even the best college education in this area is not enough to keep abreast of the needs students have in the fast-paced world of today. Substitutes are not required when counselors are out of the building. For the first time this need will be addressed in the proposed budget for counseling for 1991-92.

SUPERVISOR'S COMMENTS: FUTURE DIRECTION

1. Work will be continued to help counselors implement the excellent K-12 Counseling and Guidance curriculum that they have developed.

2. Work will be continued to help counselors delete any paperwork that is possible, streamline paperwork tasks that must be done, and help them find more time to spend directly or indirectly to meet the needs of students.

3. A continued effort will be made to help counselors acquire computers, receive inservice on their use, and work with the district to provide programs that will assist with an efficient scheduling process.

4. Counselors will be encouraged to include more small group work in their programs to take advantage of a vehicle that research shows to be highly effective in assisting students with school and personal problems.

5. All effort possible will be expended to set up, monitor and improve the elementary Smoother Sailing counseling program as a significant number of counselors are added in the fall of 1991 and new programs in 13 elementary buildings are started.

6. Counselors at all levels will be encouraged to seek ways to teach students a process for career decision making including a wide exploration of the many career options available.

7. Counselors at all levels will be encouraged to update and sharpen their counseling skills in order to meet the increasingly complex needs of all students.

8. Efforts will be made to provide appropriate counseling assistance and interventions to the In- School Suspension Programs in the secondary schools.

9. Counselors will continue to assist with the Conflict Management Programs K-12 by providing training to staff and students.

Coordinator's Plans for 1991-92:

As the elementary program expands in the fall of 1991, the number of counselors will nearly double. The Smoother Sailing coordinator, Jan Kuhl, is planning inservice to help the counselors become acquainted, develop a common language, and learn to work together. In the process, she is planning to establish an elaborate mentoring system whereby an established counselor will mentor a new counselor. Carrying that a bit farther, she plans a year-long on-going process where skill training usually put into effect at the 5-15% level will be transfered from information gained to information put into practice at the 80-90% level. This will require on-going mentoring, observation, coaching, and encouragement. She has done considerable research in this area. Funds and cooperative released time of counselors by principals will be required.

DES MOINES K-12 GUIDANCE/COUNSELING PROGRAM
SCOPE AND SEQUENCE - GOALS

Elementary	Middle School	High School
1. For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.	1. For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.	1. For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.
2. For students to develop effective communication skills and develop an understanding that improved human relations depend upon increased intergroups and interpersonal communication and cooperation.	2. For students to continue to develop an ability to communicate effectively with individuals and groups through intergroup and interpersonal communication and cooperation.	2. For students to develop effective intergroup and interpersonal communication skills and increase their understanding of the feelings and rights of self and others
3. For students to begin to have an awareness of the attitudes, beliefs, and rights of self and others while stimulating their respect for the uniqueness of the individual and cultural group.	3. For students to demonstrate an awareness of the attitudes,beliefs, and rights of self and others while stimulating their respect for the uniqueness of the individual and cultural group.	
4. For students to begin to communicate their feelings and appropriately respond to the feelings of others.	4. For students to identify, communicate and appropriately respond to their emotions and those of others.	
5. For students to develop a sense of responsibility for their own behavior.	5. For students to continue to develop and practice responsible personal behaviors.	3. For students to practice responsible personal behaviors, and utilize knowledge and skills for developing and maintaining good emotional, physical and mental health.
6. For students to begin to develop skills for effective problem solving, conflict resolution, decision making and goal setting.	6. For students to improve skills for effective problem solving, conflict resolution, decision making and goal setting.	4. For students to further develop skills for effective problem solving decision making and goal setting.
7. For students to begin to develop skills for coping with life changes and crises.	7. For students to continue to develop and practice appropriate skills for coping with life changes and crises.	5. For students to understand that life is a progression of changes unique to the individual and require coping skills and crisis management.
8. For students to develop personal safety skills.	8. For students to continue to develop and practice skills for maintaining personal safety.	See Goal 3 (High School)
9. For students to become aware of and practice the group process.	9. For students to become aware of and practice the group process.	See Goal 2 (High School)
	10. For students to become aware of the role of leadership in daily life.	See Goal 2 (High School)
	11. For students to become aware of changing emotional and social needs, academic expectations, and physical development associated with middle school age.	
10. For students to be exposed to situations that aid in developing skills needed for future educational planning.	12. For students to increase their involvement in their educational learning.	6. For students to begin to develop an understanding of the importance of minimum educational competencies needed to function in a rapidly changing society.
		7. For students to realize the influence of educational planning, in living a responsible and self-fulfilling life.
11. For students to adjust and function effectively in the school environment.	13. For students to adjust and function effectively in the school environment.	8. For students to adjust and function effectively in the school environment.
12. For students to begin to practice skills that facilitate learning.	14. For students to continue to practice skills that facilitate learning.	9. For students to utilize skills that facilitate learning.
13. For students to become aware of the diversity of careers and the world of work available to both sexes, all races, cultural backgrounds, and the disabled.	15. For students to continue to become aware of the diversity of the world of work and related life skills available to all races, people of all cultural backgrounds and the disabled.	10. For students to utilize the knowledge that the diversity of careers in the world of work is for both sexes, all races, all cultural backgrounds and the disabled. 11. For students to be actively engaged in a career and vocational development process.

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Appendix C

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION, RESEARCH, AND TESTING

EVALUATION ABSTRACT*

October 17, 1989

PROJECT TITLE:	The Smoother Sailing Program
COORDINATOR:	Charlene Wallace, Supervisor, Guidance Services Jan Kuhl, Smoother Sailing Specialist
STAFF:	0.5 Supervisor 1.0 Guidance Specialist 1.0 Community Project Director (Business contribution) 13.5 Elementary Guidance Counselors
POPULATION SERVED:	Approximately 3570 students, K-5, at 10 elementary schools across the district. Counselors were assigned to maintain a counselor to student ratio of approximately 1 to 250.
FUNDING:	Total Revenues $408,597.39 Total Budget $400,000.00 Total Expenditures (July 1) $392,093.34

DESCRIPTION:

Smoother Sailing is an expanded guidance program to facilitate the development of life coping skills among students in kindergarten through fifth grade. Although the philosophy, goals, and objectives of the Smoother Sailing program are consistent with the Elementary Counseling and Guidance program introduced into the district in 1985-86, a counselor to student ratio of 1 to 250 was designed to allow counselors sufficient time to more adequately meet the needs of students and provide a comprehensive counseling and guidance program

Evaluation efforts examined systematic case studies, counselor activities, and building administrator, teacher, and student perceptions of the counseling program between and among three comparison groups. Group 1 (Smoother Sailing) included the 10 schools served with a counselor to student ratio of approximately 1 to 250. Group 2 (Non Smoother Sailing) included schools served according to a counselor to student ratio of 1 to 850. Schools in group 3 (Control) were provided service with specific students and in crisis situations.

CONCLUSIONS:

The results of the evaluation of the Smoother Sailing program generally offer evidence to suggest that elementary guidance counselors provide a valuable service to students and staff and that a counselor to student ratio of 1 to 250 allows counselors the time required to address the needs of students more completely. Case studies and comments by administrators and teachers demonstrate the kinds of problems children experience and demonstrate the need for this type of service. The nature and severity of some of these problems offers some appreciation for why these students are academically at risk.

Activity profiles of counselors indicated that Smoother Sailing counselors had significantly more small group contacts and staffings than non Smoother Sailing counselors, but there was no significant difference in the number of individual contacts.

Survey results also revealed the level of anxiety among administrators and teachers in buildings not included in the Smoother Sailing pilot project. Many felt frustrated with their inability to address student needs effectively. Staff of schools with limited counseling services appreciated the support they did receive but recognized that the amount of time spent in the building was not sufficient to adequately meet the needs of students.

In a survey of building principals based on the recognized components of desirable counseling programs, average ratings of the Smoother Sailing Program building principals on their counseling program were more positive than for Non Smoother Sailing building principals on their counseling program on every item in the 17-item questionnaire although only two of the differences were significant.

While the proportion of individual, small group, and classroom experiences conducted with students did not differ markedly between counselors who served Smoother Sailing schools and those who served schools not included in the

pilot, there were distinctions in additional services provided. For example, Smoother Sailing counselors contributed to more professsional staffings to determine appropriate services for specific students and were better able to confer with other counselors in the district and at human service agencies in the community, and to involve parents and families in the intervention to more adequately meet student needs than counselors working with high student to counselor ratios. They also provided more immediate services consistently during the year than counselors at Non Smoother Sailing schools.

Other evidence suggested that Smoother Sailing counselors contributed to developing a positive educational climate. They conducted inservices with staff and other counselors, and were available to provide support during parent teacher conferences and facilitated parent/school and student/teacher rapport.

Documentation of the impact of the program on student awareness or attitudes was less definitive. However, an examination of the impact of the program may have been compromised by the measures used and the nature of the program being investigated. Self report measures are often unreliable indices of a characteristic. Some people respond according to their perceptions of the researcher's expectations, or according to the way they want to be perceived by the researcher, rather than expressing their true feelings or beliefs. In addition, students were asked to indicate topics they wished to know more about. Introducing topics for discussion may increase awareness and create a need for additional services rather than accurately reflect the level of awareness or attitudes about those topics. In the initial year of a program, concerns should necessarily be directed more toward implementation than outcomes, which are longer term goals.

RECOMMENDATIONS:

While results of the evaluation demonstrated that counselors serving approximately 250 students provided more comprehensive services to students and staff, they also identified areas with implications for the Elementary Counseling and Guidance program.

1. The counseling supervisor should continue to explore alternatives to provide counseling services to all elementary schools in the district. Results from this evaluation demonstrate the need for services and the successful pilot of the Smoother Sailing program demonstrates the impact of a full time counselor on building climate, as well as on students. Until even limited services are provided district wide, a complete evaluation of the Elementary Counseling and Guidance program cannot be conducted.
2. One of the advantages of the Smoother Sailing program was the opportunity for increased emphasis on small group experiences which are recommended by experts in the area of child guidance. However, no data are available to support this recommendation, although Smoother Sailing counselors did conduct an average of 2 more small groups per week than Non Smoother Sailing counselors. Given the limited volume of research for small group experiences, the supervisor of guidance services should explore the relative effectiveness of various intervention methods in attaining program goals and objectives. Once identified, the findings should be incorporated into the philosophy of the Elementary Counseling and Guidance program.
3. While the results document services provided by counselors, they do not document the relationship between the services and the goals and objectives outlined in the Elementary Counseling and Guidance program handbook. The counseling supervisor, in consultation with a representative of the Department of Evaluation, Research, and Testing, should develop a plan to evaluate the extent to which counseling services follow curriculum guidelines.
4. The counseling supervisor should work with a representative of the Department of Evaluation, Research, and Testing to identify alternative measures of the impact of the counseling program on student self-esteem and achievement.

*A copy of the complete evaluation report is available upon request from the Department of Evaluation, Research, and Testing, 1800 Grand Avenue, Des Moines, IA 50307-3382

Appendix D

NORTH CENTRAL ASSOCIATION EVALUATION
East High School Guidance Services
Fall of 1989

The guidance staff has been very active in helping to develop the district-wide guidance curriculum. The plan, though not complete, is well written and it is obvious that much time and thoughtful planning have gone into developing this plan. Two major components of the total program relate to the areas of student development:

Personal And Social Development - Learning To Live
Educational Development - Learning To Learn

With each of these expectations, goals have been established for both counselors and students as well as activities that should ensure that these expectations will be met during the four years the students are at East High School. The guidance expectations are consistent with the district goals. With this thought in mind, the guidance department truly emerges as an integral part of the overall educational program. The district and East High are in the third year of developing this plan and will have, when it is complete, a comprehensive K-12 guidance plan in the district. District personnel are commended for their untiring effort to develop this plan.

The district and East High School are also commended for implementing an overwhelming majority of the recommendations from the previous NCA evaluation. The district indeed recognizes the importance of guidance in the total educational program.

Commendations

1. Professionalism is apparent in the counselors' optimistic attitude, loyalty to school, follow through on tasks, and active participation in local and state guidance organizations.

2. The staff demonstrates knowledge of and use of outside referral agencies (i.e. Our Primary Purpose, Youth Emergency Shelter Services, Young Moms' Program).

3. The staff is responsive to the changes in society as they relate to the lives of their students. They are solution oriented rather than grievance oriented.

4. The staff does an excellent job of communicating with parents through personal notes, phone calls, and the issuance of grade level newsletters.

5. The staff makes available a variety of materials for both college bound and work oriented students. The Planning for College and Planning for Work handbook designed by the East High School staff and distributed to all juniors and seniors is an excellent and useful working tool. The handbook is now available to all upper classmates throughout the Des Moines District.

6. The guidance staff, in conjunction with the administration and others, is an integral part of a building-wide crisis intervention team.

Limitations and Recommendations

1. Space in the guidance office is limited. The office space allowed to the counseling department is inadequate to accommodate student demand. In addition, one counselor is located on the third floor completely isolated from the other counselors, secretarial help, and the wealth of reference materials.

   Thought should be given to providing ample space to locate all counselors in a central guidance area. This would allow room for parent conference, college representative visits, and group guidance activities. All such activities now have to be conducted where the counselors can find space.

2. There is very little evidence of teaching staff participation in guidance activities.

   Counselors should develop inservice programs with teaching departments that would enable the faculty to better understand the counselors' function and for interaction between departments. This could be done by counselors being assigned to attend departmental meetings, thus ensuring communication from the counselors to the department and the department to the counselors.

3. In a few departments, there is a sense that the counseling staff does not fully appreciate the class offerings.

   This perception may not be accurate, but the staff needs to be made aware of it in order to enhance the counselors' image. The use of counselors as liaisons to departments could provide for periodic review of programs or classes offered. This would help the counselors place students in appropriate classes. In addition, this would open additional lines of communication , which can only help to strengthen the role of the teacher in the overall program.

4. More needs to be done in the area of small-group counseling. Currently, very little evidence exists of any ongoing small-group counseling sessions.

   The staff needs to work more extensively in the area of small-group counseling. Examples of the type of small groups that could possible be initiated are students identified with excessive attendance problems, support groups for students who just need an outlet for voicing what to them are real concerns, and career guidance group sessions. There should also be more involvement of the guidance department in the STAT program.

5. The perception exists among some students and teachers that the counseling staff does more counseling with the college-bound students than with career oriented students.

   The counselors need to do more in the area of career counseling. Perhaps thought could be given to planning a parent/student career night similar to college night.

6. There appears to be too much time spent on the registration and scheduling process.

   The administration needs to consider a computerized scheduling program in which terminals would be available to each counselor. This will considerably reduce the amount of time spent on this process, thus allowing more time for the counselors to spend in helping students with their planning, decision making and personal development.

7. There is a definite need for additional clerical help in the guidance area.

   The one secretary, though very efficient, is swamped with paper work. Perhaps the district could consider providing additional clerical help. If not a secretary, perhaps a student from the office occupations program could be employed.

   The counselors are efficient and well trained professionals. They display genuine compassion and care for their counselees, and the students in turn are receptive to them and do indeed see them as someone they can go to for help. The staff in this department is truly a functional and integral part of the total education process.

Appendix E

Proposed Distribution: Elementary Counselors 1991-92

School	Enroll	Total 91 92	Ratio	Total Schools
			000 to 249	
Moulton *	356	2.0	178	
		Total 2		Total 1
	250		250 to 299	
Douglas	507	2.0	253	
Mann *	268	1.0	268	
McKinley *	272	1.0	272	
Edmunds *	408	1.5	272	
Rice *	412	1.5	274	
Adams *	419	1.5	279	
Lovejoy	283	1.0	283	
Mitchell *	284	1.0	284	
Willard *	434	1.5	289	
Park Avenue	584	2.0	292	
		Total 14		Total 10
			300 to 349	
Lucas	303	1.0	303	
Monroe *	309	1.0	309	
Longfellow *	314	1.0	314	
Pleasant Hill	314	1.0	314	
Greenwood	471	1.5	314	
Hanawalt	316	1.0	316	
Woodlawn	479	1.5	319	
Brooks *	321	1.0	321	
Howe *	321	1.0	321	
Perkins *	324	1.0	324	
Studebaker	488	1.5	325	
McKee *	327	1.0	327	
Wallace *	327	1.0	327	
King *	330	1.0	330	
Wright	322	1.0	332	
Walrous	342	1.0	342	
Findley *	343	1.0	343	
Oak Park	346	1.0	346	
		Total 19.5		Total 18
			350 to 399	
Madison *	352	1.0	352	
Phillips	355	1.0	355	
Carroll *	357	1.0	357	
Jackson *	365	1.0	365	
Granger	390	1.0	390	
Hillis	390	1.0	390	
		Total 6		Total 6
			400 to 450	
Stowe	429	1.0	429	
Hubbell	433	1.0	433	
Jefferson	437	1.0	437	
Moore	443	1.0	443	
Garton	445	1.0	445	
Windsor	448	1.0	448	
		Total 6		Total 6
		Grand Total 47.5		Grand Total 41

* Special needs rank